



Getting Services Started

SESSION

4

Facilitator's Planning Worksheet



2 hours,
10 minutes total

Getting Services Started

Learning Outcomes

- ♦ Participants will understand the process of early identification and how to access services for families of infants and toddlers with disabilities.
- ♦ Participants will identify strategies to assist families in accessing services.

Agenda	Length	Facilitator
Introduction and Overview	5 minutes	
Agree on Ground Rules	5–10 minutes	
Getting Services Started, Part 1	40 minutes	
Lecturette: Early Identification and Accessing Services	15 minutes	
View DVD: <i>Getting Services</i> , Part 1	10 minutes	
Large-Group Share-Back	15 minutes	
Getting Services Started, Part 2	60 minutes	
View DVD: <i>Getting Services</i> , Part 2	20 minutes	
Small-Group Activity	20 minutes	
Large-Group Share-Back	20 minutes	
Wrap-Up	5 minutes	
Reflections/Continuous Improvement	10 minutes	

Icon Key



Chart



Note



Handouts



DVD



Key Point

Facilitator Team

 Name/Family Voice

 Name/Early Care and Education Voice

 Name/Early Intervention Voice

Presentation

 Date/Time

 Location

 # of Participants

What you will need:



Equipment:

- ☐ LCD/DVD/Monitor



DVD:

- ☐ *Getting Services*



Charting Equipment:

- ☐ Flip chart and markers
☐ Masking tape or pins



Handouts (English/Spanish):

- ☐ #1 Learning Outcomes
☐ #2 Acknowledgements: *Getting Services*
☐ #3 Guided Viewing: *Getting Services, Part 1*
☐ #4 Guided Viewing: *Getting Services, Part 2*

Important Considerations

It is critical that the facilitation team be well versed in the legal mandates under Part C of the Individuals with Disabilities Education Act (IDEA) and in those of early care and education, including the Head Start Performance Standards (HSPS) related to Child Find, recruitment, and enrollment. This includes being aware of the issues that emerge for families and service providers during the early identification and initial services process. Most systems that work with young children have mandates for Child Find and referral efforts. Facilitators should be prepared to facilitate discussions around individual program policies, agency referral processes, interagency agreements, and early care and education program mandates.

The DVD, *Getting Services*, takes place in an Early Head Start program providing early care and education services to teen parents. The situations can be generalized to other early care and education programs. This DVD is shown in two parts in this session. Part 1 is eight minutes long. Stop the DVD at the segment, “Identification—Early Head Start to Early Intervention.” Start there when you’re ready to view the second segment of the DVD.

Sessions about early identification and early referral can become emotional. Therefore, it is important to create a safe environment so that people can fully participate in and learn from this experience. Facilitators must set a positive tone for discussions and reframe negative conversations into positive learning situations. During the development of ground rules, facilitators might add or suggest a rule about avoiding placing blame on specific agencies.